

Grade Level: Sixth

Content Area: Economics

Objective: Students will understand the different economic systems. Describe the characteristic of traditional, command, market, and mixed economic systems. Explore how different economic systems affect job and career options. Use economic reasoning to explore why careers are more common in one region than another. Explore advantages and disadvantages of living in an interconnected world. Describe how groups influence the government and other nations. Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations. Explore political issues from both a national and global perspective. Classify and analyze the types of connections between places. Ask multiple types of questions after examining geographic sources. Describe and identify different forms of government. Compare various forms of government and the liberties of their citizens.

Vocabulary: *Teachers- please note that students should work collaboratively to develop definitions for each vocabulary word based on research and background knowledge*

word	Economic System, Capitalism, Socialism, Command Economy, Mixed Economy, Millennium Goals, Interconnected World,
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Procedure

Session 1- Economic Systems	<ul style="list-style-type: none">· Explain to students that all Nations have their own capital system that determines how people will make and get items they use everyday.· Brainstorm everyday items we use (toothbrush, hairdryer, food, clothing, etc...) .· Name the for different systems to students and hand out the article. Have students read the article, then work in partners to fill out the Economic Systems Chart.· Discuss learning and important facts. Explain to students that they will be using their knowledge on Economic Systems on their second mission.
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Session 2- Millennium Goals	<ul style="list-style-type: none"> • Part of being a responsible global citizen is recognizing what is happening in other countries around the world and understanding how what happens in those countries effects you. • Ask students to think about how they live from day to day. • Pose the question, "Could you survive on one dollar a day?" Explain that many people all over the world are living off of just one dollar a day. • The United Nations has developed Millennium Goals to end world poverty by 2015. • Pull up Millennium Goal on projector and discuss with students. Explain to students that they are the generation that can make a difference and help our Nations achieve these goals. • Why is it important that we take an interest in what is happening in other parts of the world? What is going to happen if our generation does nothing to help? How is our world interconnected?
Session 3 Group Project	<ul style="list-style-type: none"> • Discuss with students the advantages and disadvantages of living in an interconnected world. Tell students that their second mission is going to be to learn about how the world works and how it is connected. This is a lot of information for one person so we are going to work together as a class to learn this information. • We will break up into groups, each group will be in charge of one country. Each group member will choose questions they want to be responsible for and research. Your group will then put all your information into an interesting presentation and report back to the class. At the end of all the presentations our class will have an understanding out how our world works. This is very powerful information that can help you as a global citizen for a lifetime. • Create expectations with the class on expectations when working with a group. • Create groups, pull up a world map in the projector, choose countries, pass out the Question Grid and allow students to sign up for their questions. • Provide additional background knowledge where needed.
Sessions 4-10 Research	<ul style="list-style-type: none"> • Review internet responsibility with students • Students research and gather information on their country using the internet, books, magazines, etc... • Hold a class meeting at the end of each day allowing students to check in and discuss what they have done for that day.
Sessions 10-13 Presentations	<ul style="list-style-type: none"> • Hold student presentations. • At the end of each presentation students will write a reflection on what they have learned. These reflections will be shared with the group that has presented.

